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ABSTRACT

Designed for use in junior high school language arts classes, this learning activity packet combines the study of prejudice with language arts skills activities. An attitude inventory in which students assess their own prejudices is followed by a selection of short stories, skits, and a poem dealing with different kinds of prejudice. Each reading is accompanied by several exercises which relate reading content to skill development. For example, students define story-related vocabulary, analyze labels, place sentences in sequence, write a letter, and create a story. (LP)

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# PREJUDICE

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IRWIN JUNIOR HIGH SCHOOL
PREPARED BY: ENGLISH DEPT.

NAME: _____

PERIOD: _____

TEACHER: ____

CS 207 590

## RATIONALE

The purpose of this Learning Activity Package is to aid the student in understanding prejudice in others and in himself or herself. At the same time that the students are sampling some classic short stories on prejudice, they will be developing vocabulary, grammar, and writing skills.

## GOALS

1. To understand prejudice in self and others.
2. To increase or expand vocabulary.
3. To improve friendly letter writing.
4. To review modifiers, commas, capitalization and the uses of the apostrophe.
5. To improve factual and inferential comprehension skills.

## OBJECTIVES

1. After taking the inventory on page one, each student will be able to identify possible areas of personal prejudice.
2. Given a list of 25 words from the LAP vocabulary exercises, each student will correctly define 75% or more.
3. Each student will write a friendly letter with a correct heading, greeting, body, closing and signature with 70% accuracy.
4. Given 10 sentences, the students will correctly capitalize, place commas, apostrophes and identify modifiers with 70% accuracy.
5. Given 20 factual and/or inferential questions from the short stories used in the LAP, each student will correctly answer 70% or more.

## REVIEW

Fill in the blanks with proper adjectives.

1. Mary is a _____girl.
2. Our _____ cat is so cute.
3. Nora bought a _____coat.
4. The _____, _____man kicked his dog.
5. Our _____, _____ teacher told us a story.
6. Mr. Jackson is a _____ person.
7. His _____, _____wife baked a delicious cake.

Fill in the blanks with proper adverbs.

1. Boyd _____told a story.
2. _____the boys ran over the fields.
3. The girls talked_____.
4. _____the men made a deal.
5. I _____stood over her grave.
6. The student _____passed out the papers.

Fill in the blanks with various intensifiers.

1. I am _____happy.
2. Her arm was _____score.
3. The class is _____fun.
4. She was _____angry yesterday.
5. The cake is _____burnt.

DIRECTIONS: Circle all the letters that should be capitalized, and put apostrophes where they are needed.

(4) 1. i saw "ryans daughter" on TV.

(5) 2. my mothers name is mary eileen murphy.

(5) 3. we cant go to johns house this saturday.

(5) 4. "the thing in the closet" was a funny story we read in english class last tuesday.

(6) 5. dont tell sue that we wont see her brothers new ford.

(8) 6. theyre having a sale at smiths hardware store on maple avenue.

(4) 7. joe, why havent you been brushing with crest instead of with gleem?

(9) 8. mrs. green read "the last flower" in french to dr. cranes class.

(7) 9. the fresno bee has an office on van ness street in fresno.

(6) 10. you shouldnt have told her that i hadnt really read "strawberry girl."

# PREJUDICE

Does it matter if you're prejudiced? Are your attitudes important in our world?

Today we live in a world community. The neighborhoods of this community are of different nationalities, races and religions. It is important that all the citizens of this "small world" keep a tight grip on their attitudes.

What are attitudes? Attitudes are what you like, what you don't like, and your prejudices. Is prejudice the same as your dislikes - what you don't like? No, not quite. You have a good reason for a dislike and this is acceptable and reasonable. Prejudice means not liking something without a good reason.

TAKE A LOOK AT YOUR ATTITUDES!

Read each question carefully. Think about what it means. Then decide how you would answer each question.

A. Are poorly dressed people likely to be thieves? YES NO

B. Would a person of one race almost always be unhappy in a club in which the members are of another race? YES NO

C. Can you tell exactly what a person is like by knowing his race or religion. YES NO

D. Are people born in the United States likely to be better people than immigrants are? YES NO

E. Are people of one race usually smarter than people of other races? YES NO

F. Are people of one ra[illegible]kely to become drunks and bums than [illegible] other races? YES NO

G. Will people of one [illegible] religion take almost every opportunity t[illegible] you out of money? YES NO

H. Do people of one ra[illegible]teal more often than people of other race[illegible] YES NO

I. Are all men better dri[illegible]ers than women? YES NO

J. Should you always refuse to ask for (or accept) dates with someone who lives in "the other" section of town? YES NO

Look at the word prejudice. It means pre-judging something or someone before looking at the facts. But the prejudice that really hurts people is the kind that lumps people into groups and giving them labels - black people, whites, teenagers, fat people. It means thinking and talking about the people in the group as if they were all alike and as if they had all the bad qualities that one or some of those you know may have.

In a way prejudice is like a crazy mirror in a fun house. A prejudiced person sees things all twisted and out of shape. It keeps people apart. There are many kinds of prejudice:

a. Racial prejudice-disliking people because of their race.
b. Religious prejudice-disliking people because of their religion.
c. Political prejudice-disliking people for the party they belong to.
d. Social prejudice-disliking someone for the social class they belong to.
e. Disliking people who do a certain kind of work.
f. Disliking people with a certain amount of education.
g. Dislking people who dress a certain way.

Do you ever "see" a group instead of an individual?

The following LAP contains stories and poetry which deal with different kinds of prejudice. While working on this LAP, keep in mind what you have learned so far about attitudes and prejudice, how prejudice hurts, and why it is important that everyone looks at the facts before he judges. YOU COUNT!!!

DO YOU KNOW ANY GOMARS?
Do you ever "see" a group instead of an individual?
GOMAR, YOU GENERALIZE ABOUT PEOPLE TOO MUCH!
ME? YOU DON'T THINK I'M PREJUDICED--?!
BUT EVERYBODY KNOWS ATHLETES ARE DUMB!
OH YEAH?
...AND ALL COPS ARE MEAN!
REALLY?
ALL PEOPLE WHO SUPPORT PEACE ARE COWARDS!
PEACE

Gomar's statements are all *false generalizations*--talking about groups of people as if *all* the *members of* the group were exactly alike. Can you think of other false generalizations you have heard?

...AND PROFESSIONAL SOLDIERS ARE BLOODTHIRSTY KILLERS!
AHEM!
...AND MILLIONS PEOPLE ARE DEAD!
OH YEAH?
AND ALL CARTOONISTS ARE DUMBHEADS!
WHAT!
STILL NOW PREJUDICE AND GENERALIZATIONS CAN LEAD TO TROUBLE?
HEY! HEY! I WON'T SPEAK TO YOU AGAIN IF YOU DON'T HELP ME!

# "MY FATHER SAYS..."

## VOCABULARY

Match the meanings with the correct word.

| | | | |
|---|---|---|---|
| _____ | eatery | a. | talk in an easy way |
| _____ | chats | b. | keeps away from |
| _____ | avoids | c. | place to eat |
| _____ | heap | d. | important |
| _____ | urgent | e. | an old car |

Write a sentence for each word.

1.

2.

3.

4.

5.

Read the questions first, then read the play keeping the questions in mind. Answer the questions after you finish reading.

Can you answer what and why?

1. Why does Don ask Rick, "Have you tried Listerine?"

2. What does Don mean when he says, "Weather and girls change."

3. What does "Suit yourself" mean?

4. Why doesn't Grace's father want her to see Rick?

5. What does "Like father, like son" mean?

6. What father - Rick's of Grace's - is worse? Why do you think so?

After you have thought about the play, answer these questions:

(For boys) What would you do if you were Rick? Why?

(For girls) What would you do if you were Grace? Why?

"MY FATHER SAYS.."

CHARACTERS - Don - Rick - Grace

Narrator: We are outside the Mighty Burger - a drive-in eatery in a small town. It is night. Rick is seated in the front seat of his heap - a rebuilt 1956 Chevrolet. He looks unhappy as he chats with Don, his best friend among his high school classmates.

Rick: I tell you I don't know what's wrong. All of a sudden, Grace started making excuses why she couldn't see me. She says she has to study, or some other silly excuse.

Don: Maybe she does have to study.

Rick: Are you kidding? With her grades? No. I tell you, it's something else. Only I don't know what it is.

Don: Have you tried Listerine? (He laughs, but Rick is not in the mood.)

Rick: I would try anything if I thought it would help. Gosh, you would think after you'd gone with a girl almost a year, she would at least tell you what was wrong.

Don: That's females for you. Maybe she's gone for another guy.

Rick: Well, maybe.....(He looks gloomier than ever as he thinks about it.) No, I don't think that's it. I never even wanted to look at another girl after I got to know Grace. And I thought she felt the same way about me.

Don: Weather and girls change. I got to be getting home. You going home any time tonight?

Rick: (bitterly): You know what's home - don't you?

Don: It isn't any better?

Rick: Pa stays drunk all the time now. Ever since Mom died, he's been at the bottle. But it's worse than ever now.

Don: Look, isn't that Grace? (Points toward the walk in front of the Mighty Burger.)

Rick: It sure is. And she claimed she had to study for an English test tomorrow.

Narrator: Rick gets out of his car and walks toward Grace, who is talking with two girls from the high school. He tries to catch her eye but avoids looking at him. Finally--

Rick: Grace, could I see you for just a minute?

Grace: Well, I--- I guess so, Rick. (She follows him to the car.)

Rick: Get in.

Grace: No. I'd better not, Rick.

Rick: (Hurt and a little angry): Suit yourself. I thought you said you couldn't come out tonight because you had to study for an English test.

Grace: I did. I mean I did have to study, Rick.

Rick: (angrier): What're you doing here then? (Grace doesn't answer.) You keep giving me all kinds of excuses..... (suddenly, low and urgent) What have I done, Grace? Why are you splitting?

Grace: You haven't done anything, Rick. I - I - (She seems about to put her hand on his arm, but draws it back.) It's your father. No, I mean it's my father. (Rick stares at her, not understanding.) I mean, my father says I can't see you any more. He say he doesn't want his daughter going with - with---

Rick: Say it. With what?

Grace: With the son of the town drunk. That's what he calls your father.

Rick: (crushed): Well. It's true. (He turns away.)

Grace: (following him and putting her hand on his arm): Oh, Rick. I'm sorry.

Rick: I'm not my father. I m me.

Grace: (upset): I know that, Rick. But he - my father - he's terrible when he gets mad. When he found out who your father was ..... well, he laid down the law. I must never never date you again. He said, "Like father, like son." When I told him you didn't drink, that you hated it because of what it has done to your father, he wouldn't listen.

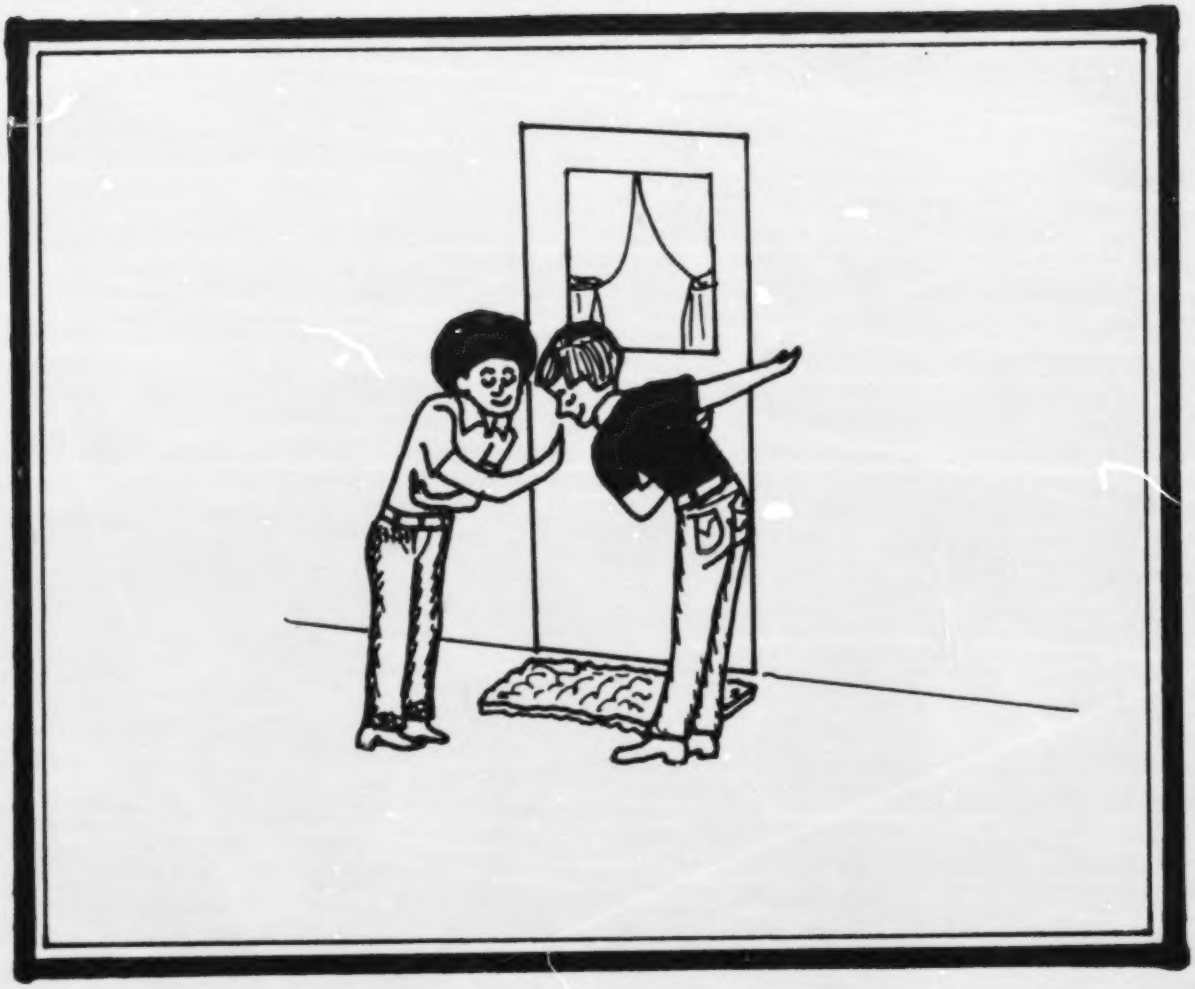
Rick: Why didn't you tell me this before?

Grace: I wanted to, Rick. But I didn't want to hurt you. And I kept hoping my father would change. (suddenly, crying) Oh, Rick, what are we going to do? . . . . . .

---

WHAT WOULD YOU DO IF YOU WERE GRACE? WHAT WOULD YOU DO IF YOU WERE RICK? WHICH FATHER-RICK'S OR GRACE'S- IS WORSE? WHY DO YOU THINK SO?

# AFTER YOU, MY DEAR ALPHONSE



## VOCABULARY

Find the meanings for the following words as they are used in the story.

| | | | |
|---|---|---|---|
| 3) | sore | a. | upset with |
| 5) | tanks | b. | war machine |
| 1) | foreman | c. | man in charge of other workers |
| 6) | defeated | d. | made to feel useless |
| 2) | grateful | e. | thankful |
| 4) | puzzled | f. | unable to understand |

Use four of the words correctly in sentences of your own.

1.

2.

3.

4.

5.

AFTER YOU, MY DEAR ALPHONSE
by
Shirley Jackson

Mrs. Wilson was just taking gingerbread out of the oven when she heard Johnny outside talking to someone.

"Johnny," she called, "you're late. Come in and get your lunch."

"Just a minute, Mother," Johnny said. "After you, my dear Alphonse."

"After you, my dear Alphonse," another voice said.

"No, after you, my dear Alphonse," Johnny said.

Mrs. Wilson opened the door. "Johnny," she said, "you come in and get your lunch. You can play after you've eaten."

Johnny came in slowly. "Mother," he said, "I brought Boyd home for lunch with me."

"Boyd?" Mrs. Wilson thought for a moment. "I don't believe I've met Boyd. Bring him in dear, since you've asked him. Lunch is ready."

"Boyd!" Johnny yelled. "Hey, come on in."

"I'm coming. Just got to unload this stuff."

"Well, hurry, or my mother'll be sore."

"Johnny, that's not very polite to either your friend or your mother," Mrs. Wilson said. "Come sit down, Boyd."

As she turned to show Boyd where to sit, she saw he was a Negro boy, smaller than Johnny but about the same age. His arms were loaded with pieces of wood.

"Where'll I put this stuff, Johnny?" he asked. Mrs. Wilson turned to Johnny. "Johnny," she said, "what did you make Boyd do? What is that wood?"

"Dead soldiers," Johnny said. "We stand them in the ground and run over them with tanks."

"How do you do, Mrs. Wilson," Boyd said.

"How do you do, Boyd. You shouldn't let Johnny make you carry all that wood. Sit down now and eat lunch, both of you."

"Why shouldn't he carry the wood, Mother? It's his wood. We got it at his place." "Johnny," Mrs. Wilson said, "eat your lunch." Johnny held out the dish of scrambled eggs to Boyd. "After you, my dear Alphonse."

"After you, my dear Alphonse," Boyd said.

"After you, my dear Alphonse," Johnny said. They began to laugh.

"Are you hungry, Boyd?" Mrs. Wilson asked.

"Yes, Mrs. Wilson."

"Well, don't let Johnny stop you. He always fusses about eating, so you just see that you get a good lunch. There's plenty of food for you to have all you want."

"Thank you, Mrs. Wilson."

"Come on, Alphonse," Johnny said. He pushed half the scrambled eggs onto Boyd's plate. Boyd watched while Mrs. Wilson put a dish of stewed tomatoes beside his plate.

"Boyd don't eat tomatoes, do you, Boyd?" Johnny said.

"Doesn't eat tomatoes, Johnny. And just because you don't like them, don't say that about Boyd. Boyd will eat anything."

"Bet he won't," Johnny said.

"Boyd wants to grow up and be a big strong man so he can work hard," Mrs. Wilson said. "I'll bet Boyd's father eats stewed tomatoes."

"My father eats what he wants to," Boyd said.

"So does mine." Johnny said. "Sometimes he doesn't eat hardly anything. He's a little guy, though. Wouldn't hurt a flea."

"Mine's a little guy, too," said Boyd.

"I'll bet he's strong, though," Mrs. Wilson said. She hesitated. Does he . . . work?"

"Sure," Johnny said. "He works in a factory."

"There, you see?" Mrs. Wilson said. "And he certainly has to be strong to do that-all that lifting and carrying at a factory."

"Boyd's father doesn't have to," Johnny said. "He's a foreman."

Mrs. Wilson felt defeated. "What does your mother do,

"My mother?" Boyd was surprised. She takes care of us kids."

"Oh, she doesn't work, then?"

"Why should she?" Johnny said through a mouthful of eggs. "You don't work."

"You really don't want any stewed tomatoes, Boyd?" Mrs. Wilson asked.

"No thank you, Mrs. Wilson, no, thank you, Mrs. Wilson," Johnny said. "But Boyd's sister's going to work. She's going to be a teacher."

"That's a very fine attitude for her to have, Boyd." Mrs. Wilson almost patted Boyd on the head. "I imagine you're all very proud of her."

"I guess so," Boyd said.

"What about all your other brothers and sisters? I guess all of you want to make just as much of yourselves as you can."

"There's only me and Jean," Boyd said. "I don't know yet what I want to be when I grow up."

"We're going to be tank drivers, Boyd and me," Johnny said.

"Zoom." Mrs. Wilson caught Boyd's glass of milk as Johnny's fist, moving like a tank, plowed across the table.

"Look Johnny," Boyd said. "Here's a foxhole. I'm shooting at you."

Mrs. Wilson quickly took the gingerbread off the shelf and placed it carefully between the tank and the foxhole.

"Now eat as much as you want, Boyd," she said. "I want to see you get filled up."

"Boyd eats a lot, but not as much as I do," Johnny said. "I'm bigger than he is."

"I can beat you running," Boyd said.

Mrs. Wilson took a deep breathe. "Boyd," she said. Both boys turned to her. "Boyd, Johnny has some suits that are a little too small for him, and a winter coat. It's not new, of course, but there's lots of wear in it still. And I have a few dresses that your mother or sister could probably use. Your mother can make them over into lots of things for all of you. Suppose, before you leave, I make up a big bundle. Then you and Johnny can take it over to your mother right away . . ." Her voice trailed off as she saw Boyd's puzzled look.

"But I have plenty of clothes, thank you," he said. "And I don't think my mother knows how to sew very well. Anyway, I guess we buy about everything we need. Thank you very much, though."

"We don't have time to carry that old stuff around, Mother," Johnny said. "We got to play tanks with the kids today."

Mrs. Wilson lifted the plate of gingerbread off the table as Boyd was about to take another piece. "There are many little boys like you, Boyd, who would be very grateful for the clothes someone was kind enough to give them."

"I didn't mean to make you mad, Mrs. Wilson," Boyd said.

"Don't think I'm angry, Boyd. I'm just disappointed in you, that's all."

She began clearing the plates off the table, and Johnny took Boyd's hand and pulled him to the door. "Bye Mother," Johnny said. Boyd stood for a minute, staring at Mrs. Wilson's back.

"After you, my dear Alphonse," Johnny said, holding the door open.

"Is your mother still mad?" Mrs. Wilson heard Boyd ask in a low voice.

"I don't know," Johnny said. "She's crazy sometimes."

"So's mine," Boyd said. He hesitated. "After you, my dear Alphonse."

## AFTER YOU, MY DEAR ALPHONSE

I. Underline, in each of the entries below, the statement that you think is correct:

1. Mrs. Wilson says to Boyd, "You shouldn't let Johnny make you carry all that wood." She says this because

   a) she thinks the wood belongs to Johnny.
   b) she sees that Boyd is smaller than Johnny.
   c) she thinks her son has made Boyd carry the wood because Boyd is a Negro.

2. Mrs. Wilson says, "Boyd will eat anything."

   She says this because

   a) her own son will eat anything.
   b) Boyd says he will.
   c) she thinks all boys of Boyd's race must be poor and hungry.

3. Mrs. Wilson says Boyd's father must be strong because

   a) Boyd looks strong.
   b) all men are strong.
   c) she thinks Boyd's father, being a Negro, must do heavy work.

4. Mrs. Wilson thinks Boyd has many brothers and sisters because

   a) she thinks she knows some of them.
   b) he looks as if he had been picked on a lot.
   c) she thinks all Negro families are large.

5. Mrs. Wilson thinks Boyd's mother works because

   a) she herself has a job.
   b) she thinks most women work.
   c) she thinks all women of Boyd's race work.

6. Mrs. Wilson wants to give Boyd some old clothes and says his mother "can make them over" because

   a) Boyd needs some clothes.
   b) Boyd's mother likes to sew.
   c) she thinks Negro mothers all have to sew in order to provide clothes for their many children.

How well did you understand? (Be ready to discuss your answers)

1. Why do you think Mrs. Wilson makes so many mistakes about Boyd?

2. How do Johnny and Boyd act with each other?

5. Are Johnny and Boyd aware of black and white in this story?

6. How does their game of "After You, My Dear Alphonse" show their attitudes toward each other?

5. What is the problem of defining a word which names a group of people? In other words, why would it be hard for you to write a sentence about the whole seventh grade class at Irwin or all junior high teachers in Fresno?

3. Why is Mrs. Wilson "disappointed" in Boyd at the end of the story?

4. Why does Johnny say his mother is "Crazy sometimes"?

Draw a picture of Mrs. Wilson as you saw her while reading this story?

COMPOSITION:

Make up something in the past life of Mrs. Wilson showing how she came to "label" Negroes in the way she does.

## LABELS

Each of us carries around in our heads a lot of ideas we have stored from watching T.V., movies, reading books, and talking to other people. These ideas are our labels for certain groups of people. For example, some of you might think that all doctors are like Dr. Marcus Welby, that all "private eyes" are like Joe Mannix, or that all lawyers are like Perry Mason.

At one time in your life you must have found out that someone did not fit the picture or the label you had drawn for him. Perhaps a teacher did not fit a picture you had of teachers, or it may have been a principal, or a policeman. Write about your experiences in the lines below. Be sure to tell us in your story the following things:

a. What your previous ideas were and how you got them;
b. What happened to make you change them;
c. What your new ideas are now.

## A FRIENDLY LETTER

DIRECTIONS: Write a friendly letter to Boyd or Johnny. Tell about yourself, your school, your friends, and your family. Use the correct form on this sheet.

# BABI YAR

## VOCABULARY

DIRECTIONS: Match the meaning with the word by writing the correct letter next to the word.

| | |
|---|---|
| _____ rustle | a. anger |
| _____ ominous | b. scary |
| _____ baring | c. a light, soft sound |
| _____ massive | d. unfeeling |
| _____ callous | e. uncover |
| _____ rage | f. great, big |
| _____ anti-Semites | g. people who hate and hold prejudice against Jews |

DIRECTIONS: Now, put the correct word in the blanks below.

1. We heard the leaves _____ in the wind.
2. The cruel giant was very _____.
3. Many _____ were responsible for the Nazi murders of the Jews in Germany.
4. The athletes were _____ their heads as the American flag was raised.
5. The clouds were very _____, so we left the picnic grounds.
6. The man was in a _____ when he saw that his store had been robbed again.
7. There was a _____ rock in front of the cave, so we could not go inside.

## TWO WORDS

SYMPATHY: feeling sorry for someone

EMPATHY: putting yourself in someone else's place

1. Do you think the poet mainly shows sympathy or empathy?

2. Which do you think helps you to understand another person better - eympathy or empathy?

3. Which do you think is more helpful in overcoming prejudice?

4. Have you ever felt about anyone as the poet feels about the Jews? Tell about it.

## BABI YAR

BY: YEVGENY YEVTUSHENKO

In a ravine called Babi Yar, near Kieve in Russia, the Nazis killed almost 200,000 persons, mostly Jews, between 1941 and 1943. In the following lines, taken from a longer poem, a Russian poet tells how he felt when he visited Babi Yar years later.

The wild grasses rustle over Babi Yar.
The trees look ominous,
like judges.
Here all things scream silently
and, baring my head,
slowly I feel myself
turning gray.
And I myself
am one massive, soundless
scream above the thousand thousand buried here.
I am
each old man
here shot dead.
I am
every child
here shot dead.
Nothing in me
shall ever forget! . . .
In my blood there is no Jewish blood.
In their callous rage, all anti-Semites
must hate me now as a Jew . . .

CAN YOU TELL WHY OR HOW?

1. How can "trees look ominous like judges"?

2. How can things "scream silently"?

3. How would it feel to be "turning gray"?

4. How can the author be "each old man here shot dead" and "every child here shot dead"?

5. Why would all anti-Semites hate the poet "now as a Jew"?

## IMAGES

A poem can draw a picture with the use of very few words. Draw one of the pictures you see in this poem.

1. "wild grasses rustle over Babi Yar"
2. "trees look ominous like judges"
3. "baring my head, slowly I feel myself turning gray"
4. "I myself am one massive, soundless scream"

## WRITE A STORY

DIRECTIONS: Write a paragraph about one of the following topics.

"My Last Moments Before I Died at Babi Yar"
"How I Felt When They Called Me '_____'"
"How I Would Want My Grandchildren to Treat Me if I Were Eighty"

## COMMAS

DIRECTIONS: Place the commas where they are needed, and put the correct end punctuation for each sentence.

(2) 1. Yes I saw that movie

(2) 2. Nancy do you like strawberry jam

(3) 3. We ordered hamburgers French fries and Cokes at the drive-in

(4) 4. No I don't think we will go with Jane May and Tom

(5) 5. Mr. Mazzoni do we have to know about France England Spain or Italy for our next test

(2) 6. Yes you may come see us tomorrow

(7) 7. Mom I am taking math English French art physical education and geography this year

(4) 8. No I don't think I'll go fishing swimming and skiing at the lake

(5) 9. Sue I bought a new purse some red shoes a green and white dress and a brown coat

(2) 10. I was born in Fresno California

(2) 11. My dad's birthdate is November 12 1930

(2) 12. Were you vacationing in Rome Italy

(2) 13. I last saw him on May 1 1972

(2) 14. I got a package from Madrid Spain

(5) 15. Betty Wanda Nora and I are going to Paris France

(5) 16. The food drinks decorations and costumes were all shipped from Juno Alaska

# A WORD OF WARNING

## VOCABULARY

DIRECTIONS: Fill in the following blanks with the correct word from the list.

| | |
|---|---|
| eagerly | temper |
| shipwrecked | accept |
| savage | wasting |
| fool | |

1. John has a very hot _____.
2. The storm left the passengers_____on an island.
3. They were_____their time instead of doing their work.
4. The kids _____waited for the holiday vacation to begin.
5. Don't _____ a ride from a stranger.
6. He was a _____for spending all his money on the first day of vacation.
7. The _____dog tore the meat to shreds.

# A WORD OF WARNING

by
Tom Galt

Two shipwrecked men were washed up on a deserted shore When they had rested a little and were able to walk, they explored the land eagerly. They found that it was round and was an island. Then they were heavy at heart. The wind blew, rain fell upon them, and at night the island was cold.

Quietly they set to work building houses, each for himself. But it was hard because one man could hardly lift the heavy logs by himself.

When they searched for food, that was hard, for there was not enough. They grabbed whatever they could find and stuffed it into their mouths. One even took some tiny fish that he caught in a stream and ate them raw. The other cried out to him, "You are a savage!"

The first grew very angry but said nothing.

When at last they had time to look about, they found they both were poor. They had nothing but the work of their hands.

The second man tried to make himself feel less ragged. He gathered gay-colored birds' feathers and tied them around his head, thinking they made him handsome.

"You fool!" cried the first. "Look at you. What a fool you are!"

"I will not be called a fool by a savage!" shouted the other.

"I will not be called a savage by a fool!" yelled the first, showing at last how angry he was.

Each rushed to the other's house and tore it down.

And they were heavy at heart, for the wind blew, rain fell upon them, and at night the island was cold.

Slowly their tempers cooled.

At last, one set to work again to build himself a house while the other stood watching. It was hard, for he could hardly lift a log into place alone.

Then he called out, "Come help me! And I will help you build yours."

So they worked together. And it was easier. Soon they both had better houses than before.

"Let us always stand ready to help each other", said one. "Life will be better this way on our island. And you may eat your fish any way you want to. That is nothing to me."

"Very well," agreed the other. "And I will not think you are a fool, no matter what you wear. If we are to be friends,

we must accept one another."

Those two men are you and I, and the island is round because it is the world. And too many of us are poor, without enough food to eat or good clothes to wear. Fearing people who are different, each of us has been wasting his money on bombs with which to destroy the others.

Life can be better on our round island if we help one another to build houses. We cannot afford to go on tearing down what little others have.

## SEQUENCE

DIRECTIONS: Put the following sentences in the order they appear in the story.

_____ Two shipwrecked men were washed up on a deserted shore.

_____ "If we are friends we must accept one another."

_____ Each rushed to the other's house and tore it down.

_____ We cannot afford to go on tearing down what little others have.

_____ One even took some tiny fish that he caught in a stream and ate them raw.

_____ So they worked together.

## CAN YOU EXPLAIN?

DIRECTIONS: Tell the meaning of the phrase or sentence.

1. "heavy at heart"

2. "I will not be called a savage by a fool."

3. Slowly their tempers cooled.

4. "That is nothing to me."

5. "We must accept one another."

## CAN YOU PICTURE IT?

DIRECTIONS: Pretend you are stranded on a deserted island with only one other person. Draw a house you think you two could build.

## GIVE AN IDEA

DIRECTIONS: Write a short composition for one of the two following topics.

1. How did the two men happen to become shipwrecked?

2. If the little island in this story is really our earth that the author is talking about, what do the two men stand for? How does this little story relate to what is happening in our world today?